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Example Assignment Brief

for assessment unit B1 in:

BTEC International Level 3 in Art and Design
BTEC International Level 3 in Creative Media

Progression

Progressio

Guidance for teachers on using Example Assignment Briefs *(delete slide prior to handing out to learners)*

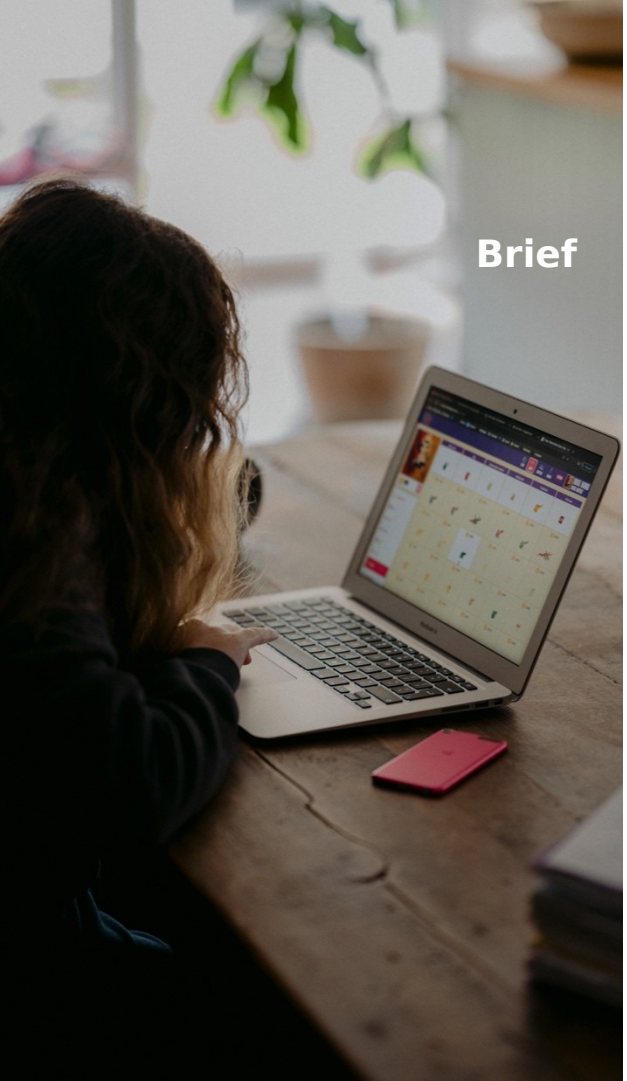
Example Assignment Briefs (EABs) are provided for use and guidance. They have been developed to provide realistic vocational scenarios as client briefs. The content demonstrates how briefs can be used for assignments for all or part of assessment units.

EABs can be adapted in any way to meet the needs of your learners and programme, however they must maintain the required features of an assignment for a BTEC qualification. Please see the Delivery Guide for this qualification for more information on setting and adapting assignments.

This assignment has been designed to support delivery of unit *B1: Personal Progression.*

You should ensure the following sections of this assignment brief are appropriate for your programme and learners, and adapt as necessary, for example:

- **Requirements:** to indicate the types of media and outcomes.
- **Requirements – detail:** to indicate the specific requirements for focused programmes, i.e. if the programme is fashion or games orientated, it would be advisable to set narrower outcome requirements.
- **Inspiration:** to use examples of sources relevant to the programme.
- **Guidance:** to indicate the specific expectations of how learners will develop and submit work. Additional deadlines can be included for different tasks within the assignment if needed.



Brief

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Context

In an increasingly digitally focused industry, a personal brand identity, both online and in physical promotional materials, is essential in being a successful creative professional. You are planning to take your next step into higher education or further work experience, and are required to put together materials to promote yourself to employers, clients and/or universities.

Requirements

- Self - promotional progression materials including personal brand identity

Audience

The primary target audience is for future employers, work experience placements, clients or higher education providers.

Deadline

To be completed by assessor.

Resubmission deadline

To be completed by assessor.

Assessor

To be completed by assessor.

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Requirements – detail:

Your self-promotional materials should provide a good insight into who you are as a creative practitioner. This should include examples of your creative work and information about you and your practice including:

- Sources of inspiration
- Concepts of contexts explored
- Competitions of commissions you have undertaken
- Practitioner statement
- Biography/CV/resume
- Evidence of networking

As well as developing your online personal brand identity you will also develop your skills for progression and will also take part in a mock interview.

Guidance overview

You will need to organise the structure of your project individually as part of your professional practice and problem solving.

The assessment criteria are not a series of tasks that are done separately. Each of the criteria are equally weighted, meaning they should be given equal importance in your project.

You will use a combination of skills that relate to the criteria together and repeatedly throughout the assignment.

The guidance slides of the assignment brief indicate how you should approach each of those skills and what types of

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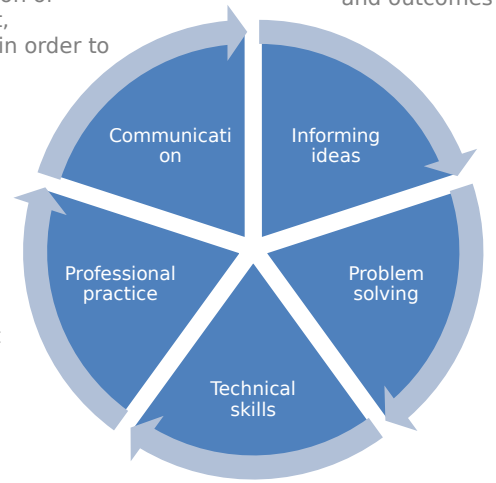
AC1: Informing ideas
Use skills for informing ideas for interpreting the brief and develop ideas and outcomes as they progress.

AC5: Communication
Show skills in communicating the meaning, purpose and function of work, including development, outcomes and presentation, in order to engage the audience.



AC2: Problem solving
You will need to show problem solving throughout by engaging with the brief and its requirements. You can show this through evidence of ideas generation, experimentation, testing and reflection on the meaning, purpose function of your work.

AC4: Professional practice
Show how you apply professionalism to your assignment through technical practice, project management and working safely.

AC3: Technical skills
Show technical skills throughout by exploiting the potential of media, materials, techniques and processes. In early stages of the project, this might be when investigating material opportunities. Later it would be in the outcomes or their presentation.

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Informing ideas

You should inform your ideas at all stages of the assignment.
Considering your own progression options offer a wide range of potential starting points such as:

- Progression opportunities including:
- higher education
- Employment
- further training
- self employment
- Job roles or longer term progression opportunities within your chosen industry
- Useful things you think everyone should know about you

Primary and secondary methods for informing ideas:

- Interpret the brief – requirements, purpose
- Review other practitioners online brands and presence
- Explore progression opportunities
- Explore the creative industry
- Explore self - employment and funding opportunities
- Use of research to inform development, outcomes and presentation to improve and refine work and ideas

Evidence could include:

- Initial presentation of finding - informed by research, explaining how it will meet the brief
- Blog or digital portfolio of iterative use of research to inform ideas for development, outcomes and presentation

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Problem solving

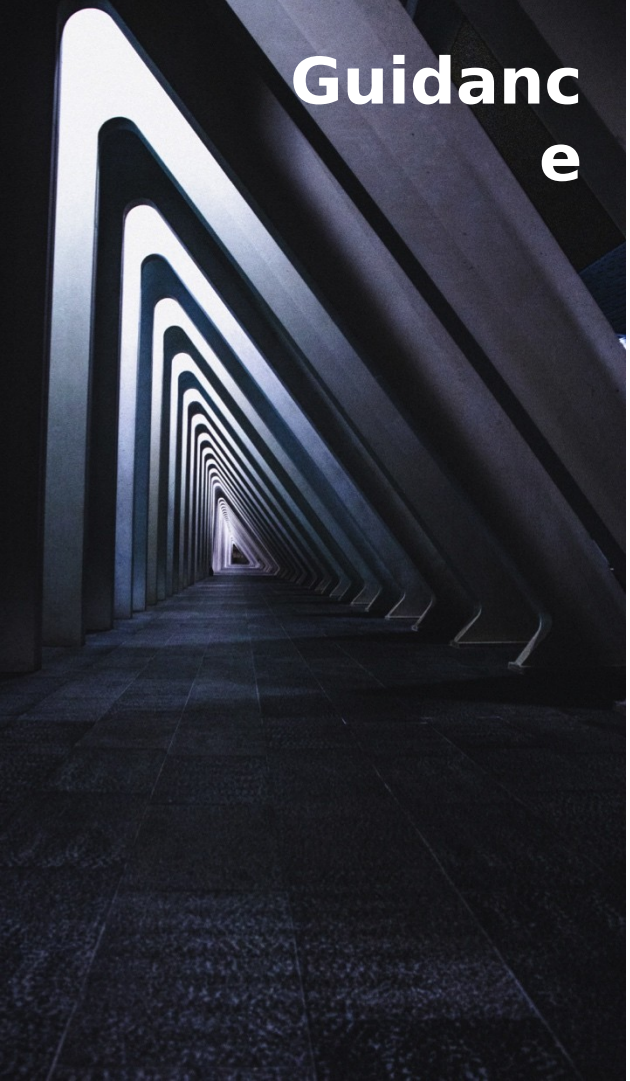
You should use problem solving at all stages of the assignment by testing, reviewing and reflecting on progress of:

- Interpreting the brief, requirements, purpose
- Identifying career aspirations and skills required
- Establishing short-, medium- and long-term progression aims
- Generating an online personal brand identity
- Applying iterative stages in order to develop and refine
- Obtaining and acting on constructive feedback

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Development of personal brand identity
- Self - promotional materials
- Iterative testing review and reflection
- Iterative ideas refinement



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Technical skills

You should use the most appropriate and effective technical skills throughout your project:

- Development of work:
    - capturing/recording, editing and organising material
    - trying different techniques and seeing what is the most useful
    - exploring the properties of different media and different platforms and making comparisons
    - taking work through a series of different processes to compare outcomes.
- Production of personal brand identity and self - promotional materials

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Initial intentions presentation – with early draft work and practical research into media and techniques
- Outcome presentation

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Professional practice

You should apply professional practice when working on the assignment by:

- Identifying and using best practice associated with online personal brand identity
    - consider and test what others do in the industry
    - keep things safe and manage risks.
- Applying project management:
    - setting priorities
    - breaking up the assignment into manageable parts
    - exploring ways of working efficiently.
- Setting actions and targets for meeting the brief:
    - organising materials and resources
    - responding in a timely fashion and meeting set deadlines.
- Addressing interviewers appropriate:
    - timeliness
    - positive body language
    - use of technical language
    - appropriate dress code.

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Presentation of online personal brand identity
- Recording of mock interview
- Outcome(s) that show an understanding of related professional practices

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Communication

You should use communication skills throughout the project by:

- Considering audience and purpose
- Working to ensure the meaning, message and impact are clear
- Using visual language and creative forms of communication

Communication opportunities:

- Presenting work and professional profiles through relevant formats,
- Using multiple channels
- Developing and maintaining networks
- Personal communication and interview skills

Evidence could include:

Blog or digital portfolio with:

- Initial intentions presentation – personal communication
- Recording of mock interview
- Presentation of online personal brand identity

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In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for all assessment units.

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: **Informing ideas**	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: **Problem solving**	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: **Technical skill**	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: **Professional practice**	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: **Communica-tion**	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.